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Spring 2015

Week Four: Engaging Students in the Learning Process

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Welcome, Bienvenido, مرحبا



Teaching Academy
Part Four:
Engaging Students in the Learning Process

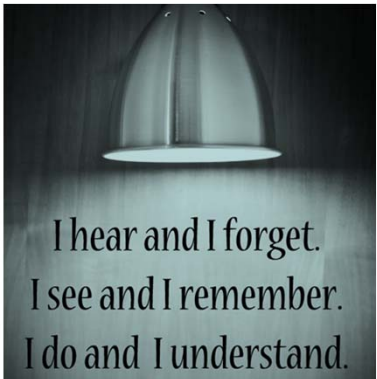
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Today's Big Idea



I hear and I forget.
I see and I remember.
I do and I understand.

**Therefore . . . never do for our students what they can do for themselves.**


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Lesson Planning Revisited



TIG's CD 2RTA
Tune: *Frère Jacques*
Pick your **T**opic, then **I**den-tify your pur-
pose,
Gather info too, **C**re-ate a plan.
De-si-gn yo-ur lessons, **R**e-vi-ew yo-ur plan,
Revise, **T**each, **A**ssess.
Revise, Teach, Assess.


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Complex Learning Tasks



Smart Teachers Know . . .

- Acquiring component skills does NOT by itself prepare students to perform complex tasks
- Cognitive overload causes performance to degrade when you do too much at one time

**Teach complex tasks by (1) reducing cognitive load and (2) providing time for students to practice individual component skills and in COMBINATION.** p.103


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Understanding Inertia

- Ideas not well-formulated¹—not enough “think time
- Think they don’t know enough about subject¹
- Didn’t do/understand reading or assigned problems
- Too many people—they’re afraid²



¹ Karp & Yocels, 1976; Howard, Short & Clark, 1996

² McKeachie, 1999

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Reducing Inertia

- Address social issues
 - ✓ use ice breakers
 - ✓ call students by name
 - ✓ sit in circle . . .
- Have students write down ideas *first*
- DO NOT ask questions with ONE correct answer
- Ask question at end of class, students respond in writing for next class
- Draw on fearful students’ areas of strength



Adapted from: McKeachie, 2006

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Creating Critical Mass

Create a discussion “base” with a concrete, common experience . . .

- Find an interesting activity
- Show a YouTube video
- Demonstrate a concept
- Provide a *brief* reading
- Use a role play or short skit
- Involve students in a simulation



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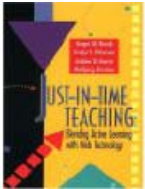
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Just in Time Teaching (JiTT)

- **Combines assigned reading** with Web-based assignment & classroom activities
- Students respond to **Web assignment** on material not yet discussed in class
- **Due a few hours before class**—students must do readings to answer
- **Instructor** reads submissions “just in time,” **adjusts class** content and/or activities



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JiTT Assignment Ideas

- Brief **essay question** asking students to apply concepts to real-world problems
- **Estimation problem** with key information missing—provides practice working with ill-defined problems
- **Multiple-choice questions** with array of likely answers, including common misconceptions
- **Students share** their thoughts—*What reading didn't make sense? What should we spend class time on? What was cool?* Etc.

Information & examples at <http://www.jitt.org>



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For Next Time

DUE: CATs Implementation Report

Read: Chapter 6. “Student Development & Course Climate”

Extension:
[Working Memory as a Bottleneck in Learning](#) page on the “Exploring How Students Learn” website—see *How to Manage Cognitive Load* video
“[Applying the Science of Learning](#)” - article in *Change* about teaching for long-term retention and transfer
[The Role of Questions in Teaching, Thinking and Learning](#) web page from The Critical Thinking Community

Important Dates

- Idea for addressing a misconception or learning bottleneck due Wk. 6, Feb. 17 or 18
- Lesson plan needed Wk. 7, Feb. 24 or 25

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Notes & Reflection

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